

### Semester Grade Point Average Memo for Semester-III

Name

Reg No.

Course	Title		Credits	Grade Obtained	Points Obtained
X	Pedagogy Mathematics/ Social Sciences/ Biological Sciences (Pg1)		2	C	14
XI	Pedagogy Physical Sciences/ English/ Telugu/ Urdu (Pg2)		2	D	12
XII	Learning Assessment		2	A	18
XIII	Understanding the Self		2	E	10
S3-P	Practicum (Activities/ Projects/ Records)		4	B	32
	1. Teaching Practice	Pg1	4	B	32
		Pg2	4	B	32
	2. Observation / Criticism Record	Pg1	1	C	7
		Pg2	1	B	8
<b>Semester Grade Point Average</b>					<b>7.5</b>
<b>Cumulative Grade Point Average</b>					<b>7.3</b>

Grade Points: O=10; A=9; B=8; C=7; D=6; E=5; F=0
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## SEMESTER - 3

Course	Title	Theory (External)	Theory/Practicum (Internal)	No. of Internal Tests Assignments	Transaction Plan L+T+P per week	Contact Hours Per week	Credits	Total Marks
X	Pedagogy of Mathematics/ Social Sciences/ Biological Sciences (Pg1)	40	10	1	3+2+1	9	2	50
XI	Pedagogy of Physical Sciences/ English/ Telugu/ Urdu (Pg2)	40	10	1	3+2+1	9	2	50
XII	Learning Assessment	40	10	1	3+2+1	9	2	50
XIII	Understanding the Self	40	10	1	3+2+1	9	2	50
S3P	Practicum (Activities/ Projects/ Records)	-	100**	-	-	-	4	100
	<b>School Internship-8 Weeks.</b> Practice Teaching of Twenty lessons for 6 <sup>th</sup> & 7 <sup>th</sup> Classes in each pedagogy subject	-	Pg1 – 100* Pg2 – 100*	-	-	-	8	200
	Observation of five lessons by peer group in each pedagogy subject	-	Pg1 - 25 Pg2 - 25	-	-	-	2	50
<b>Total (III Semester)</b>		<b>160</b>	<b>390</b>	<b>-</b>	<b>12+8+4</b>	<b>36</b>	<b>22</b>	<b>550</b>

\* These marks will be awarded by the teacher educator (40), the guide teacher in the school (40) and head of the institution of the school (20)

\*\* 20 activities in four courses will be assessed by the concerned teacher educators for 100 marks

See Schedule of Activities for Various Courses in page no. 77-84

## Course-X PEDAGOGY OF MATHEMATICS

### Objectives

After completion of the course, the student-teacher will be able to

1. Appreciate Mathematics as a tool to engage the mind of the student
2. Appreciate mathematics to strengthen the students resource
3. See mathematics as something to talk about to communicate through to discuss among themselves to work together on.
4. Construct appropriate assessment tools for evaluating mathematics learning.
5. Stimulate curiosity, creativity and inventiveness of mathematics
6. Develop Competencies to develop gifted and slow learners.
7. Develop language of mathematics; engage with research on children's learning in specific areas.

### Course Outcomes:

**After completion of the course, the student-teacher**

1. Appreciates Mathematics as a tool to engage the mind of the student
2. Appreciates mathematics to strengthen the students resource
3. Sees mathematics as something to talk about to communicate through to discuss among themselves to work together on.
4. Constructs appropriate assessment tools for evaluating mathematics learning.
5. Stimulates curiosity, creativity and inventiveness of mathematics
6. Develops Competencies to develop gifted and slow learners.
7. Develops language of mathematics; engage with research on children's learning in specific areas

### Course Content

#### Unit-1: Mathematics Curriculum:

Meaning and objectives of curriculum

Principles for designing and Organizing Curriculum

Approaches for Organizing Curriculum

Meaning of syllabus and difference between syllabus and curriculum

Recommendations and critical appraisal of NCFSE- 2005, APSCF – 2011 and other commissions on Mathematics curriculum.

Discussion of important concepts, principles and processes from the topics of the branches as specified below.

- i. Arithmetic : Development of number system, Ratio and Proportion, Percentages and other topics based on them.
- ii. Algebra: Sets and Operations on them, Systems of Linear Equations and their graphical solutions, Quadratic Equations, theory of Indices and Logarithms, Remainder and factor theorems.
- iii. Probability and Statistics: Basic concepts of Probability, Representation of data, Measures of Central Tendencies.
- vi. Geometry: Theoretical, Practical and Co-ordinate Geometry, Distance formula, section formula.  
Menstruation ; Areas and Volumes
- v. Trigonometry: Trigonometrical Ratios, Identities. Composite Angles, Multiple and Sub multiple angles, Heights and Distances.

#### Unit-2: Language and Aesthetic sense of Mathematics

Aesthetic Sense in Mathematics; three aesthetic experience variables identified by Brikhoof and their relation.

Co-existence of Precision and beauty in Mathematics- order pattern, structure and symmetry

Recreational Mathematics – Mathematical games, puzzles, and riddles.

Language of Mathematics

**Unit-III: Assessment and Evaluation**

Testing of Mathematical abilities of children  
 Meaning of Assessment, measurement and evaluation in mathematics  
 Achievement test in mathematic- Arithmetic, Algebra, and Geometry.  
 Speed test in Mathematics - Arithmetic, Algebra, and Geometry.  
 Preparation of test items – Precautions to be taken while preparing test items in different branches of mathematics  
 Concept of CCE and measurement of different behavioral changes like interest attitude, and aptitude in learning mathematics.

**Unit-IV: Mathematics for all**

Speed and accuracy in Mathematics  
 Understanding Learners – Gifted slow, backwardness and dyscalculia  
 Activities enriching Mathematics learning- Mathematical Clubs, fairs and its activities, Olympiad, Recreational activities  
 Mathematic Laboratory and its effective use  
 Teaching learners with special needs - Co-operative learning, Peer learning, Reciprocal learning – Breur, using technology to meet diverse needs of learners.

**Unit-V: Professional Development in Mathematics Teacher**

In-service programmes for Mathematics Teacher  
 Mathematics Teachers Associations – Role, and Uses  
 Journals and other resource material in Mathematics Education  
 Professional Growth – Participation in conferences/Seminars/ Workshops and E-Learning

**Activities**

1. During Internship, conduct of Essay writing/ quiz competitions in mathematics and report
2. One case study of gifted child and slow learner with interventions suggested.
3. Preparation of Mathematical Puzzles, Games, riddles and other recreational activities.
4. Preparing two types of assessment tests – Formative, Summative type of tests.
5. Preparing Diagnostic test in Algebra, Arithmetic and Geometry from VIII to X class mathematic syllabus.

**Text Books and Reference Books**

As given in Course IV- Pedagogy of Mathematics

**Course-X**  
**PEDAGOGY OF SOCIAL SCIENCES**

**Objectives**

This course will enable the student teachers to

1. understand the teaching and learning of geography, economics, history, political science and identify the difference among them
2. understand the importance of social science curriculum and its organization
3. understand various teaching aids for social sciences
4. understand the assessment process through CCE
5. sensitize and equip teachers to handle social issues and concerns in a responsible manner
6. inculcate qualities and competencies required for a good social sciences teacher

**Course Outcomes:****After completion of the course, the student-teacher**

1. understands the teaching and learning of geography, economics, history, political science and identify the difference among them
2. understands the importance of social science curriculum and its organization
3. Understands various teaching aids for social sciences
4. understands the assessment process through CCE
5. sensitizes and equips teachers to handle social issues and concerns in a responsible manner
6. inculcates qualities and competencies required for a good social sciences teacher

**Course Content****Unit-1: Teaching and Learning of Geography and Economics**

Fundamental concepts of Geomorphology - Latitudes, longitudes, earth movements, climatology, temperature, pressure, wind, humidity; Hydrology and Oceanography – Hydrological Cycle, Ocean and Ocean deposits  
Indian Geography-Political divisions, Rivers and Landforms  
Meaning, Nature and Scope of Economics; Key concepts in Economics  
Classification of Economic Systems  
Teaching strategies of geography and economics

**Unit-2: Unit-VII: Teaching Learning of History and Political Science**

Periodisation of World History, Indian History – Ancient, Medieval, Modern and Contemporary society with special reference to Secondary School Social Studies Textbooks  
Capitalism, Democracy and Citizenship – American and French Revolutions  
Nature and Scope of Political Science; Key concepts and current trends  
Indian Constitution – Fundamental Rights and Duties; Organs of Government- Legislature, Executive and Judiciary  
Teaching Strategies of Teaching History and Political Science

**Unit-3: Social Science Curriculum**

Curriculum – Meaning, Nature and Scope  
Principles of Social Sciences Curriculum Construction  
Approaches of organizing social studies curriculum – concentric, spiral, chronological, topical and correlation  
Qualities and Characteristics of Good Social Science Textbook  
Analysis of Social Science Textbook of State Board and CBSE

**Unit-4: Teaching Learning Material in Social Sciences**

Need and significance of Teaching Learning Material in Teaching Social Sciences  
Globe and Maps – Types of Maps – Map Language, Map Reading and Map Making  
Charts and Graphs – Types of Charts – Chronology, Tabular, Diagrammatic and Pictorial; Types of Graphs – Bar, Pie, Line and Pictorial  
Models – Working, Still and Diorama

Objects, Specimens and Scrap book

**Unit-5: Evaluation in Learning Social Sciences**

Meaning, Nature and Characteristics of Evaluation

Forms of Evaluation

Quantitative and Qualitative Tools of Evaluation in Social Sciences

CCE Model of assessment in social sciences

Analysis and Interpretation of test scores

**Activities**

1. Observe a day's proceedings in house of assembly or parliament and report
2. Collect News paper clippings on any social issue and write a report on the issue with your comments
3. Organise any one of the social awareness programme on Swatch Bharath/ Water and Plant/ Aids Awareness/ Vanamahotsavam, etc in a village/ward and report.
4. Observe the functioning of any local body office and report
5. Critically analyse the characteristics of Social Science text book of any class and prepare a detailed report

**Text Books and References**

As given in Course IV- Pedagogy of Social Sciences

**Course-X**  
**PEDAGOGY OF BIOLOGICAL SCIENCES**

**Objectives**

After completion of the course, the student-teacher will be able to

1. Understand the curriculum development issues in biological science
2. Identify the role and use of laboratory, ICT, and TLM in the teaching of biological science teaching effectively
3. Develop the skill of writing lesson plan period plan
4. Develop micro teaching skills
5. Develop the skill of constructing test papers

**Course Outcomes:****After completion of the course, the student-teacher**

1. Understands the curriculum development issues in biological science
2. Identifies the role and use of laboratory, ICT, and TLM in the teaching of biological science teaching effectively
3. Develops the skill of writing lesson plan period plan
4. Develops micro teaching skills
5. Develops the skill of constructing test papers

**Course Content****Unit-1: Biological Science Curriculum and Textbooks**

Meaning and Definitions of curriculum  
Principles of Curriculum Construction  
Organizational Approaches of Curriculum: Logical, Psychological, Topical concentric and spiral  
Steps involved in the development of science curriculum  
Basic Criteria of Validity of a Science Curriculum context, - Cognitive, Process, Historical, Environmental Science and Ethical Validity  
Curriculum at upper Primary, Secondary and Higher secondary stages.  
National Curriculum Framework, 2005 – Position paper on Science  
Andhra Pradesh State Curriculum Framework 2011- Science  
Qualities of good biological science text books  
Analysis of Secondary School Biological Science text book

**Unit-2: Biological Science Laboratory**

Importance of practical work in Biological Science  
Planning of science laboratories, Lecture cum laboratory, all-purpose laboratory, mobile science laboratory  
Procurement, care and maintenance of laboratory equipment  
First Aid

**Unit-3: Teaching Learning Materials**

Edgar Dale's Cone of experience  
Audio, visual Instructional aids  
Activity aids (Aquarium, Vivarium, Terrarium, Herbarium), Electronic  
Teaching Aids  
Improvisation of Teaching aids

**Unit-4: Resources for Teaching Biological Science**

Science Kit  
Science library  
Science club  
Science exhibition and science fair  
Science Museum  
Community Resource

**Unit-5: Evaluation in Biological Science**

Concept of test, measurement and evaluation  
Evaluation- meaning, types, Process, and tools  
Qualities of a Good test and types of tests  
Preparation of Continuous Comprehensive Evaluation (CCE) Record  
Analysis and interpretation of test scores.  
Assessment of performance of the student, electronic assessment  
Preparation of portfolio

**Activities**

1. Make a survey on the problems of environmental pollution in your locality and record the observations and submit a report
2. Select any topic of your choice and prepare a lesson plan on the lines suggested in constructivistic approach.
3. Prepare laboratory instructional cards for any two experiments of your choice.
4. Prepare a herbarium based on a certain theme.
5. Analyze recent public examination X class Biological Science question paper and compare with the pre-final question paper and record your observations.

**Text Books and References**

As given in Course IV- Pedagogy of Biological Sciences

## Course-XI PEDAGOGY OF PHYSICAL SCIENCES

### Objectives

After completion of the course, the student-teacher will be able to

1. understand the importance of physical science curriculum and its organisation
2. develop the skill, procurement and maintenance of the science laboratory.
3. equip the resources for effective teaching of physical sciences.
4. utilize the applications of science and technology on society.
5. construct the achievement test on CCE model and analyse the results

### Course Outcomes:

#### After completion of the course, the student-teacher

1. Understands the importance of physical science curriculum and its organisation
2. Develops the skill, procurement and maintenance of the science laboratory.
3. Equips the resources for effective teaching of physical sciences.
4. Utilizes the applications of science and technology on society.
5. Constructs the achievement test on CCE model and analyse the results

### Course Content

#### Unit-1: Science Curriculum and Textbooks

Curriculum - Concept and Meaning, Principles of Curriculum Construction  
 Different Approaches of Curriculum Organisation: Concentric, Topical, Psychological & Logical – Learner Centred curriculum  
 Curriculum organisation in terms of NCF-2005, RTE-2009, NCFTE-2009, APSCF-2011  
 Characteristics of a Good Physical Sciences Text Book  
 Learning Resources for Physical Science – Exploring alternative resources

#### Unit-2: Instructional Material for Physical Sciences Teaching

Importance of Practical Work in Physics and Chemistry  
 Planning and Organisation of Science Laboratories, Procurement and Care of Laboratory Equipment, Registers, Safety and First-Aid – Conduct of Laboratory experiments  
 Development of Improvised Apparatus for concrete and abstract concepts  
 ICT and multimedia resources for teaching Physical Sciences - Simulated computer based laboratory activities  
 Self Learning Material (SLM) – Characteristics and Functions - Preparation of Self Learning Material on one lesson – Analysis of its Effectiveness by Classroom Discussion and Preparation of SLM by each student for their classroom use

#### Unit-3: Lifelong Physical Sciences Learning

Science Clubs, Science Exhibition, Science Museums, Science Fairs and Olympiads  
 Role of Government and Non-Governmental Organizations in the Propagation of Science  
 Utilizing Knowledge Resources – Identification of online and offline resources – context and challenges in Utilization  
 Science Communication in India – DST-NCSTC Network – National Children Science Congress, National Teachers Science Congress, Initiative for Research and Innovation in Science  
 Development of Scientific Temper and encouraging and inspiring students to choose science as career and to become scientists

**Unit-4: Professional Development of Physical Sciences Teachers**

Professional development of Physical Sciences Teachers

Participation in Seminars, Conferences, Workshops and In-service Training Programmes

Membership in Professional Organisations; Teachers as a community of learners

Role of reflective practices in professional development of physical science teachers

Teacher as a researcher: Action Research in Physical science - Learning to understand how children learn science

**Unit-5: Evaluation in Physical Science**

Evaluation of Learning Outcomes in Physical Sciences

Qualities of a good test - Written and Practical

Planning, Preparation and Conduct of Achievement Test in CCE model

Evaluation of Responses, Scoring and Tabulation

Analysis and Interpretation of Test Scores

**Activities**

1. Prepare different steps involved for demonstration of an experiment one each in Physics and Chemistry
2. Prepare two improvised apparatus / teaching gadgets with locally available material resources for Physics and Chemistry and submit
3. Visit a Science Centre or Science-Museum (District/ State/ National) and prepare a report
4. Participate in a District / State Level Science Fair and prepare a report on the exhibits and activities presented
5. Celebrate National Science Day/ Earth Day/ Water Day / any important day related to science in the school during the internship and submit a report

**Text Books and References**

As given in Course V- Pedagogy of Physical Sciences

**Course-XI**  
**PEDAGOGY OF ENGLISH**

**Objectives**

After completion of the course, the student-teacher will be able to

1. get acquaintance with skills of communication for classroom teaching
2. develop creativity among learners
3. use multilingualism as a strategy in the classroom situation
4. understand the basics of English grammar
5. develop the skills of presentation of vocabulary
6. get acquaintance with different sounds in English and use correct pronunciation in the classroom teaching
7. understand constructivist approach to language teaching and learning
8. assess and Evaluate the student skills of language learning

**Course Outcomes:**

**After completion of the course, the student-teacher**

1. gets acquaintance with skills of communication for classroom teaching
2. develops creativity among learners
3. uses multilingualism as a strategy in the classroom situation
4. Understands the basics of English grammar
5. Develops the skills of presentation of vocabulary
6. gets acquaintance with different sounds in English and use correct pronunciation in the classroom teaching
7. understands constructivist approach to language teaching and learning
8. assesses and Evaluates the student skills of language learning

**Course Content**

**Unit-1: Language across Curriculum**

Need for Communication  
Communication for classroom teaching  
Classroom interaction patterns  
Interpersonal skills  
Individual/Pair/Group activities

**Unit-2: Teaching of Grammar**

Need and importance of teaching Grammar  
Types of Grammar and Techniques of Teaching Grammar  
Using Authentic materials to teach Grammar  
Grammar Games and the related activities  
Remedial teaching in Grammar

**Unit-3: Teaching Vocabulary, Study and Reference skills**

Selecting and Grading vocabulary items  
Techniques of teaching vocabulary  
Vocabulary games  
Techniques of teaching Study Skills: Note-making/Note-taking/Mind mapping/Brain-storming  
Techniques of teaching Reference Skills: Dictionary, Thesaurus, Encyclopedia and Bibliographies

**Unit-4: Introduction to Phonetics**

Vowels and Diphthongs  
Consonants  
Stress  
Intonation  
Techniques of using Language Laboratory

### **Unit-5: Language Assessment and Evaluation**

Concept of Evaluation and Characteristics of a good test in English

Progress and assessment of development of language skills; CCE; techniques of evaluation – oral and written; self evaluation; peer evaluation; group evaluation.

Typology of questions: activities and tasks reflecting - problem solving, creative and critical thinking and enhancing imagination.

Preparing tests for different skills of language – Listening, speaking, reading, writing, study skills and reference skills

Preparation of Scholastic Achievement Test (SAT) giving weightages to objectives and learning experiences.

#### **Activities**

1. Take a few passages from different lessons of any class of your choice and critically examine the following and comment:
  - a. To what extent the language clearly convey the meaning of the topic being discussed?
  - b. Is the language learner-friendly?
  - c. Is the language too technical in nature?
2. Select 10 examples of grammar activities listed in English Readers of classes VI to X and analyse.
3. Take a topic of your choice and select 10 vocabulary items to teach in the relevant context. Give reasons for your selection.
4. Prepare 3 activities for practicing pronunciation and spelling of 15 words from a lesson in any text book of classes VI to X.
5. Develop a question paper for classes VI to X to assess all the aspects of language learning.

#### **Text Books and References**

As given in Course V- Pedagogy of English

**Course-XI  
PEDAGOGY OF TELUGU**

**భాషావిద్య (తెలుగు)**

**లక్ష్యాలు:**

రెండేళ్ళ శిక్షణ పూర్తి చేసుకున్న భాషాపాఠ్యాయులు:

- 1) పద్యం, గద్యం, వ్యాకరణం, వ్యాసం, కథ నాటిక మున్నగు ప్రక్రియల బోధనను సమర్థంగా నిర్వహిస్తారు.
- 2) పాఠ్యబోధనకు అనువైన వ్యాహాలు, భోదన సామాగ్రిని ఎంపిక చేసుకుంటారు.
- 3) విద్య ప్రణాళిక, విషయ ప్రణాళిక, పాఠ్యపుస్తకాల మధ్యగల సంబంధాలను అవగతం చేసుకుంటారు.
- 4) భాషా మూల్యాంకనం భావనలను అర్థం చేసుకొని, తమ విద్యార్థుల ఉప లభిని వివిధ మూల్యాంకన విధానాల్లో అంచనావేస్తారు.
- 5) భాషాభ్యాసనం/బోధనలో భాషా ప్రయోగశాల, కంప్యూటర్ల ప్రధాన్యతను గుర్తిస్తారు. తమ బోధనలో వినియోగిస్తారు.
- 6) తెలుగు భాషాసాహిత్యాలు, ప్రజల సంస్కృతి వారసత్వాల ఎడ స్పృహను పెంపొందించుకొని తమ విద్యార్థులలో సంస్కృతీస్పృహను పెంపొందిస్తారు.

**I. భాష - సాహిత్యం - సౌందర్య శిల్పము**

భాష - ఆలోచనలు-సృజనాత్మకత

భాష వివిధ సాహిత్య పక్రియలు - లక్షణాలు (1వ తరగతి నుండి 10వ తరగతి తెలుగు ప్రథమ ద్వితీయ భాషా వాచకాల్లో పరిచయమైన పక్రియలు)

పద్యపక్రియలు - ఇతిహాస కవిత - పురాణ కవిత - కావ్యకవిత - ఆధునిక పద్యం

వచన పక్రియలు - గద్యం - లేఖ - వ్యాసం - సంపాదకీయం - జీవిత చరిత్ర, ఆత్మకథ - దినచర్య - యాత్రాకథనం - కథానిక

నాటక పక్రియలు - సంభాషణ - నాటిక

బాల సాహిత్యం - బావ కవిత్యం - అభ్యుదయ కవిత్యం - విప్లవ కవిత్యం - స్త్రీవాద

సాహిత్యం - దళిత వాద సాహిత్యం - మైనారిటీ వాద సాహిత్యం, జాతీయోద్యమ కవిత్యం - ఆంధ్రోద్యమ కవిత్యం - శాస్త్ర సాహిత్యం.

ఇతర ప్రధాన పక్రియలు - నవల, నవలిక ఇత్యాదులు

తెలుగు సాహిత్య చరిత్రలో ప్రముఖ రచయితలు - కవులు - కవయిత్రులు

## II. భాషాసాహిత్యాలు - బోధనాప్రక్రియలు:

గద్య బోధన - వాచకబోధన - ఉపవాచక బోధన -పద్యబోధన-సంభాషణ/నాటక బోధన-వ్యాకరణ బోధన-వ్యాస రచన బోధన- కథా బోధన.

(యూనిట్ - III లో పాండుపరచిన పద్ధతులు అన్వయం చేసుకోవాలి)

\* భాషా సాహిత్యాల బోధనలో ప్రాధాన్యతలు - భాష - పరిసరాలు విద్యార్థుల అనుభవాలు ఆసక్తులతో సమన్వయం.

\* ప్రశంసా శక్తిని, సృజనాత్మకతలను పెంపొందించుటకు ప్రక్రియల బోధన

## III. భాషాభ్యసనం, బోధన ప్రణాళికలు, బోధన సామాగ్రి నిర్మాణం.

\* విద్యా ప్రణాళికలు:

విద్యా ప్రణాళికల్లో తెలుగు భాషా స్థానం (మాతృభాషగా మాద్యమ భాషగా)

డిజిటల్ మాధ్యమాలు:

\* పాఠ్యపుస్తకం- నిర్మాణం - లక్షణాలు.

\* తగరతి బోధన ప్రణాళికలు - వార్షిక పథకం - సమగ్ర పాఠ్యపథకం - దైనిక పాఠ్యపథకం. ఆవశ్యకత- మౌళిక భావనలు - తయారీలో మెలకువలు.

\* భాషా సహ పాఠ్య కార్యక్రమాలు - భాషా క్రీడలు - రచనా క్రీడలు - భాషణ క్రీడలు - భాషా సాహిత్య యాత్రలు - సాహిత్య సభలు.

\* గ్రంథాలయాలు : పరామర్శ గ్రంథాలు - నిఘంటువులు - విజ్ఞాన సర్వస్వాలు-మూల గ్రంథాలు-వినియోగం.

\* భాషా బోధనాభ్యసన ఉపకరణాలు: భాషా ప్రయోగ శాల - కంప్యూటర్లు, దృశ్యశ్రవ్య, శ్రవ్య దృశ్య - ద్విమితీయ, త్రిమితీయా ఉపకరణాలు.

\* మాధ్యమాలు: అచ్చుమాధ్యమాలు-దృశ్యమాధ్యమాలు (ప్రింట్ అండ్ విజువల్ మీడియా)

## IV. భాషాభ్యసనం - బోధన - ఆధునిక ధోరణులు.

\* కార్యక్రమయుత బోధన - బృంద బోధన, నియోజనాల బోధన (వ్యక్తి పద్ధతి) కంప్యూటర్ సహాయక బోధన/ అభ్యసనం-లోపనివారణ - బోధన కృత్యాధార బోధన, స్వయం అధ్యయనం పర్యావేక్షనాత్మక అధ్యయనం - మౌళిక భావనలు - పరిమితులు.

భాషా సాహిత్య కృషిలో వివిధ సంస్థలు :

తెలుగు అకాడమీ - ఆంధ్రసాహిత్య పరిషత్ (కాకినాడ), వేటపాలెం గ్రంథాలయం -సి.పి.

బ్రౌను అకాడమీ, కడప-తెలుగు విశ్వవిద్యాలయం, తిరుపతి ప్రాచ్యలిఖిత పుస్తక భాండాగారము

ఆంధ్రప్రదేశ్ సాహిత్య అకాడమీ, లలిత కళా అకాడమీ, నాటక అకాడమీలు, తదితర సంస్థలు

**V. భాషాభ్యసనం - బోధన - మూల్యాంకనం:**

మూల్యాంకనం - పరీక్ష - నికష - పరిగణన, భావనలు- సామర్థ్యాధారిత మూల్యాంకనం - నిరంతర సమగ్ర మూల్యాంకనం- రూపణ మూల్యాంకనం - సంకనల మూల్యాంకనం - లోప నిర్ధారణ మూల్యాంకనం -ప్రాగ్నస్టిక్ మూల్యాంకనం-మూల్యాంకనానికి ప్రశ్నాపత్రాలు - ప్రశ్నల తయారీ- వివిధ ప్రశ్నారూపాలు, ప్రశ్నల లక్షణాలు - మెలకువలు- పాఠాంత నికషలు - అంతర్గత మూల్యాంకనం - బాహిర మూల్యాంకనం, విద్యార్థులు/అభ్యాసకుల స్వీయ మూల్యాంకనం- మూల్యాంకనం - భాషా కౌశల నికషలు - శ్రవణ నికష - పఠన నికష - భాషణ నికష - లేఖన నికష - అభిరుచి నికష-ఆసక్తి నికష - సృజనాత్మక నికష, ప్రశంసానికష, భాషా స్పృహ నికష - నిర్మాణం - విశ్లేషణ - మెలకువలు - మాదిరి సమాధాన పత్రాలు- ప్రశ్నపత్రాల సమాధానాలను సరిచూచుట - ఫలితాల నివేదన -గ్రేడింగ్ - ఫలితాల వ్యాఖ్యానం

**బోధన సంబంధ కృత్యాలు:**

1. ఏవేని మూడు స్థానిక వార్తాపత్రికల్లోని - సంపాదకీయ వ్యాసాలు, వార్తా వ్యాఖ్యలను సమీక్షించి, ముఖ్యభావనలను, భాషా లక్షణాలను క్రోడీకరించి, వ్యాసరూపంలో నివేదిక తయారు చేయుట.
2. నచ్చిన ఒక కవి/రచయితల ఒక కవిత/కథను ప్రశంసిస్తూ రాయుట.
3. కార్యక్రమయుత బోధనపై ఒక పాఠం సిద్ధం చేయించుట.
4. బాలల పత్రికలు - భాషాభ్యసనానికి వాటి తోడ్పాటుపై పిల్లల అభిప్రాయ సేకరణ.
5. స్థానిక భాషా విశేషాలు - జాతీయాలు - సామెతలు - పొడుపు కథలు - సేకరణ.

**పరామర్శ గ్రంథాలు:**

కోర్సు V నందు పొందుపరచబడినవి.

Course-XI  
PEDAGOGY OF URDU

تدریس زبان (اُردو)

مقاصد:

- ماؤی سطح پر تدریس کے مختلف طریقوں اور طرزِ سائیکوں سے واقف ہو سکیں
- لفظ کے تصور کو سمجھ سکیں
- ہم لفظی سرگرمیوں کی اہمیت و افادیت کو سمجھ سکیں اور اسکول میں اسکا اطلاق کر سکیں
- تدریس زبان کے اہم امدادی وسائل سے واقف ہو سکیں
- تعین کردہ مختلف آلات اور تکنیکوں سے واقف ہو سکیں اور اطلاق کر سکیں

اکائی - ۷ - مضمونہ بندی اور تدریس

- ۱) اعلیٰ ثانوی اور ماؤی سطح پر تدریس اُردو کے عام مقاصد
- ۲) اُردو ادب کی مختلف اہمات کی تدریس کے مقاصد - نظم، نثر اور ڈرامہ
- ۳) نظم و نثر کے اسباق کی مضمونہ بندی CCE کے طریقہ پر
- ۴) قواعد اور النسا کے اسباق کی مضمونہ بندی
- ۵) ڈرامہ اور کرداری کھیل (Role Play) - بینکشن

اکائی - ۸ - زبان اور لفظ

- ۱) لفظ (Curriculum) ، کتابی لفظ (Syllabus) اور درسی کتب کا باہمی تعلق
- ۲) لفظ کی تیاری کے اُصول - مواد کا انتخاب ، سرگرمیوں کی تیاری
- ۳) تدریس لفظ کا موجودہ طریقہ - طفل مرکز لفظ اور فردیت پر مبنی لفظ
- ۴) رسم الخطی تعلیم کے لئے لسانی لفظ
- ۵) ICSE ، SCERT اور NCERT لفظ کا تقابلی

(۱) اکائی - ۷۱۱۱ - اُردو زبان کی تدریس کے اہم مسائل اور حکمت عملیاں

(۲) راجہ کمرہ جماعت میں بولچوں (Dialects) کا فرق  
 (۳) راجہ کٹر ساجی دلگافتی لیس منظر سے تعلق رکھنے والے طلباء کی تدریس  
 (۴) ہم لفظی سرگرمیوں کی مضروبہ بندی اور العقاد (معارف - بیت بازی -  
 نظم خوانی وغیرہ)

(۵) اردو معلمین کی میٹہ دارانہ ترقی  
 (۶) ایک مثال معلم اُردو کی مضروبہات

اکائی - ۱۲ - ملٹی میڈیا اور تدریس زبان  
 (۱) ٹیکنالوجی پر مبنی طریقہ تدریس اور استاد اور معلم کا کردار  
 (۲) پرنٹ میڈیا (اجزات) اور آن لائن وسائل، کہانی کی کتب، ڈکشنریاں  
 دیگر مطالعاتی کتب

(۳) اسمعی دہری میڈیا؛ چارلس اوربہ الجادی رسائل - ریڈیو ڈی وی پی پروگرامس  
 (۴) اطلاعاتی دترسیلی ٹیکنالوجی (ICT) - پورپاٹھ سیکشنس  
 لنگویج لیاب، Call پروگرامس وغیرہ  
 (۵) ای - آکتاب اور ویب پر مبنی آکتاب

اکائی - ۱۳ - زبان کی سائنس اور لعین قدر

(۱) کمرہ جماعت میں سائنس کی اہمیت  
 (۲) سائنس کی اقسام - تشکیل، تکلیفی، ڈیاگنوسٹک اور پروڈکٹو  
 (۳) لعین قدر کی تکنیکیں - زبانی - تحریری - خود کار لعین قدر - گروہی لعین قدر  
 مسلسل جامع لعین قدر - گریڈنگ  
 (۴) سوالات کی اقسام - موضوعی - موردلعنی - تخلیقی - تنقیدی، مسائل کے حل پر مبنی  
 (۵) طلباء، اولیائے طلباء اور اساتذہ کو مفید بیباک

## سرگرمیاں

۱) زبانِ اُردو میں پانے جانے والے طلباء کی مام غلطیوں کی نشاندہی کیجیے اور اسکی  
نہت تیار کیجیے

۲) کوئی دو ریاستوں کے تیار کردہ چھٹی تا دسویں جماعت کی کھی بھی لسانی کتب  
کا تقابلی مطالعہ کیجیے اور اسی جماعت کے لئے لصاب کا خود کا تیار کردہ  
جاکہ تیار کیجیے۔ (10)

۳) تدریسِ اُردو سے متعلقہ سیمی دلجری وسائل کی فہرست تیار کیجیے اور ان کے  
استعمال کو سمجھائیے

۴) عالیہ منقذہ سبک امتحان کے پر سوالات (دیم جماعت) کا تجزیہ کیجیے اور  
اسکا تقابل ہری فائنل کے پر سوالات سے کیجیے اور اس پر رپورٹ لکھیے۔

## حوالہ جات کتب :

- ۱) الغام اللہ خان شردانی - تدریسِ زبانِ اُردو
- ۲) بن کو جانگر اور اجیت سنگھ - Core Teaching Skills
- ۳) بیج المر اور جابرہ سعید - تدریسِ اُردو
- ۴) افضل حسین - فنِ تعلیم و تربیت
- ۵) ڈاکٹر سلامت اللہ - ہم کیسے پڑھائیں

## Course-XII

### LEARNING ASSESSMENT

#### Objectives

After completion of the course, the student-teacher will be able to

1. Understand the nature of assessment and evaluation and their role in teaching-learning process.
2. Understand the perspectives of different schools of learning on learning assessment
3. Realize the need for school based and authentic assessment
4. Examine the contextual roles of different forms of assessment in schools
5. Understand the different dimensions of learning and the related assessment procedures, tools and techniques
6. Develop assessment tasks and tools to assess learners' performance
7. Analyse, manage, and interpret assessment data
8. Analyse the reporting procedures of learners' performance in schools
9. Develop indicators to assess learners' performance on different types of tasks
10. Examine the issues and concerns of assessment and evaluation practices in schools
11. Understand the policy perspectives on examinations and evaluation and their implementation practices
12. Trace the technology based assessment practices and other trends at the international level

#### Course Outcomes:

**After completion of the course, the student-teacher**

1. Understands the nature of assessment and evaluation and their role in teaching-learning process.
2. Understands the perspectives of different schools of learning on learning assessment
3. Realizes the need for school based and authentic assessment
4. Examines the contextual roles of different forms of assessment in schools
5. Understands the different dimensions of learning and the related assessment procedures, tools and techniques
6. Develops assessment tasks and tools to assess learners' performance
7. Analyses, manage, and interpret assessment data
8. Analyses the reporting procedures of learners' performance in schools
9. Develops indicators to assess learners' performance on different types of tasks
10. Examines the issues and concerns of assessment and evaluation practices in schools
11. Understands the policy perspectives on examinations and evaluation and their implementation practices
12. Traces the technology based assessment practices and other trends at the international level

#### Course Content

##### Unit-1: Perspectives on Assessment and Evaluation

Meaning of Assessment, Measurement, Tests, Examination, Appraisal, and Evaluation and their interrelationships

Purpose(s) and principles of Assessment, characteristics of quality assessment

Current thinking about learning based on Behaviorist, Cognitivist and Constructivist learning theories and their implications for classroom assessment-changing the culture of classroom assessment

Classification of assessment: based on *purpose* (prognostic, formative, diagnostic and summative), *scope* (teacher made, standardized), *attribute measured* (achievement,

aptitude, attitude, etc.), *nature of information gathered* (qualitative, quantitative), *mode of response* (oral and written; selection and supply), *nature of interpretation* (self-referenced, norm-referenced, criterion-referenced) and *context* (internal, external)

Policy perspectives on examinations and evaluation: Recommendations in National Policies of Education and curriculum frameworks- continuous and comprehensive assessment

### **Unit-2: Formative and Summative Assessment**

Formative Assessment (FA) meaning, purpose, essential elements (formative assessment in practice), major barriers to wider use of FA, role of students and teachers in formative assessments,

Observation, questioning, reflection on learning as strategies for using assessment in the process of learning;

Use of Projects, Assignments, Work sheets, Practical work, Performance-based activities and Reports as assessment devices; Self, Peer and Teacher assessments- use of rubrics,

Summative assessment: meaning, purpose, summative assessment in practice, use of teacher-made and standardized test

Aligning formative and summative assessments

### **Unit-3: Tools of Assessment**

Assessment of cognitive learning: understanding and application; thinking skills –convergent, divergent, critical, problem solving, and decision making;

Selected-Response Assessment: Multiple Choice, Binary Choice, and Matching and Constructed Response Assessment: Completion, Short-Answer, and essay Items as tools-nature, advantages and limitations, guidelines for their construction and scoring

Assessment of affective learning: attitude and values, interest, self-concept; tools and procedures for their assessment; observation, interview, rating scales, check-lists, inventories as tools/techniques, their uses and preparation

Assessment of Performance/ project-based assessment- meaning, characteristics, scope; using rubrics to grade a performance-based assessment

Portfolios: meaning, types, purposes, guidelines for portfolio entries and assessing portfolios

### **Unit-4: Planning, Construction, Administration and Reporting of assessment**

Planning: Deciding on what, why and how to assess- difference between instructional, learning and assessment objectives, stating of assessment objectives, deciding on the nature and form of assessment - oral tests and written tests; open book examination; weightage to content, objectives, allocation of time; Preparation of a blue print

Construction/selection of items: writing test items/questions, reviewing and refining the items, assembling the test items; writing test directions and guidelines for administration (if any), Scoring procedure – manual and electronic; Development of Rubrics

Administration, item analysis and determining item and test characteristics; Item response analysis, ascertaining student needs, identifying student interests and feeding forward for improving learning

Analysis and Interpretation of Students' Performance

Processing test data: graphical representations; calculation of measures of central tendency and variability, and derived scores- percentiles, percentile rank, percentage score, grade point averages, z-scores; and Frame of reference for interpretation of assessment data: norm-referenced, criterion-referenced and self-referenced i.e., relative and absolute interpretation;

Reporting Student Performance – content and formats; Progress reports, Cumulative records, Profiles, and Open house; Using feedback for reporting to different stakeholders – students, parents, and administrators

Use of Feedback for teachers’ self-improvement and curriculum revision

#### **Unit-5: Issues, Concerns and Trends in Assessment and Evaluation**

Existing Practices: Class/Unit tests, half- yearly and annual examinations, Board examinations and Entrance tests, State and National achievement surveys; Management of assessment and examinations; Use of question bank

Issues and Problems: Marking Vs Grading, Non-detention policy, Objectivity Vs Subjectivity; Impact of entrance test and public examination on teaching and learning – the menace of coaching.

Trends in assessment and evaluation: Online examination, Computer-based examination and other technology based examinations

Standards- based assessment – international practices

#### **Activities**

1. Plan and construct an achievement test in one of the methodology subjects
2. Survey the assessment practices followed in different schools – Zilla Parishad/ Government, Private and a Residential and prepare a report
3. Prepare a report by undertaking question paper analysis of two school subjects(Public Examinations of Previous Years)
4. Administer an intelligence test on students of any class and interpret the results
5. Conduct a survey to find out occupational choices of 9<sup>th</sup> Class students and prepare a report

#### **Text Books**

- Bransford, J., Brown, A.L., & Cocking, R.R. (Eds.) (2000). *How people learn: Brain, mind, experience, and school*. Washington, DC: National Academy Press.
- Burke, K. (2005). *How to assess authentic learning* (4<sup>th</sup> Ed.). Thousand Oaks, CA: Corwin.
- Burke, K., Fogarty, R., & Belgrad, S (2002). *The portfolio connection: Student work linked to standards* (2<sup>nd</sup> Ed.) Thousand Oaks, CA: Corwin.
- Carr, J.F., & Harris, D.E. (2001). *Succeeding with standards: Linking curriculum, assessment, and action planning*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Danielson, C. (2002). *Enhancing student achievement: A framework for school improvement*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Gentile, J.R. & Lalley, J.P. (2003). *Standards and mastery learning: Aligning teaching and assessment so all children can learn*. Thousand Oaks, CA: Corwin.

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- Guskey, T.R., & Bailey, J.M. (2001). Developing grading and reporting systems for student learning. Thousand Oaks, CA. Corwin.
- McMillan, J. (2013). Classroom Assessment: Principles and Practice for Effective Standards-Based Instruction, 6th ed. Boston, MA: Pearson
- Natrajan V. and Kulshreshta SP (1983). Assessing non-Scholastic Aspects-Learners Behaviour, New Dlehi: Association of Indian Universities.
- NCERT (1985). Curriculum and Evaluation, New Delhi: NCERT
- Newman, F.M. (1996). Authentic achievement: Restructuring schools for intellectual quality. San Francisco, CA: Jossey-Bass.
- Nitko, A.J. (2001). Educational assessment of students (3<sup>rd</sup> ed.). Upper Saddle River, NJ: Prentice Hall.
- Norris N. (1990) Understanding Educational Evaluation, Kogan Page Ltd.
- Parker Boudett, K., et. al. (2013). Data Wise: A Step-by-Step Guide to Using Assessment Results to Improve Teaching and Learning, Revised and Expanded Edition. Cambridge, MA: Harvard Education Press.

### Course-XIII

#### UNDERSTANDING THE SELF

##### Objectives

After completion of the course, the student-teacher will be able to

1. understand that any Self is a human resource to exercise all the resources: cognitive, affective and psychomotor resources.
2. make them realize that the Self does not have independent existence but related to Nature, other selves and the „Unknown“ causing it and this great design of the Universe.
3. make the student-teacher perform one's function to the possible extent as any part of the Nature is silently doing so; thereby developing self-actualization and self-esteem.
4. realize that one is responsible as a person and as a teacher for the integrated development of oneself and one's pupils: Physical, cognitive, social, emotional, aesthetic, moral, and spiritual developments.
5. realize the commonness and uniqueness prevalent in Nature and human nature and feel equality as the reality and contribute to the furtherance of evolution at mental level.

##### Course Outcomes:

###### After completion of the course, the student-teacher

1. understands that any Self is a human resource to exercise all the resources: cognitive, affective and psychomotor resources.
2. makes them realize that the Self does not have independent existence but related to Nature, other selves and the „Unknown“ causing it and this great design of the Universe.
3. makes the student-teacher perform one's function to the possible extent as any part of the Nature is silently doing so; thereby developing self-actualization and self-esteem.
4. realizes that one is responsible as a person and as a teacher for the integrated development of oneself and one's pupils: Physical, cognitive, social, emotional, aesthetic, moral, and spiritual developments.
5. realizes the commonness and uniqueness prevalent in Nature and human nature and feel equality as the reality and contribute to the furtherance of evolution at mental level

##### Purpose of the Course

It aims at student-teachers' understanding of themselves as person and teacher through conscious ongoing reflection. This course is intended *to transact through a workshop mode* by more than one teacher educator / resource person. The resource persons can be identified from those who have philosophical outlook, psychological orientation and social consciousness. It enables to develop sensibilities, dispositions, values and skills that facilitate personal growth in relation to different identities and professional identity as a teacher. The core life skills are to be developed with relevant exercises. It may use yoga, meditation, case studies, biographies, and stories of children like Prahlada, Dhruva, Markandeya, etc. and the holistically developed people. Its expected outcome is to promote self-actualization and also healthy, happy and peaceful coexistence wherever they are as a being, a citizen and as a global citizen.

##### Course Content

###### Unit-1: Self as a human resource:

Cognitive resources of the self: Self-critical awareness about one's abilities and opportunities to develop independent thinking-critical thinking and creative thinking, decision making and problem solving and develop them as skills.

Affective resources: Feelings of love, joy, appreciation; emotions like fear, anger, jealousy, affection, happiness to be understood both as assets and threats or limiting factors.

Sensitize the ability to identify the structural and functional commonality of the human body except the organs of reproduction and allied features of the human kind.

Empathic understanding of geographical, climatic and genetic conditions causing physical differences.

**Unit-2: Self in relation to social identities:**

Self-critical awareness of the causes for one's positive and negative relations with the people based on caste, class, language, religion, nation, region etc.,

Self-critical understanding of the basic realities of the man-made divisions over the time-scale.

Critical understanding of the Nature's necessity of gender difference for the onset and continuity of human race.

Critical understanding of the basic realities of cultural differences across the time-scale and across the globe.

**Unit-3: Self (person) as a part of the Nature:**

Nature, harmony in existence and co-existence

Dependence of Self on the Nature for the very life; dependence of self on otherselves for comfortable living.

Responsibility of self towards conservation, protection and enrichment of plant and animal life.

Responsibility of self towards other human beings in the family, society, and people across the globe.

**Unit-4: Self in relation to profession:**

Self-critical awareness of teaching competency: adequacy of subject matter knowledge, professional skills, and effective communication to the students.

Self-critical awareness of one's attitudes towards students, teaching, teaching material, interest in students and subject and one's aptitude in the inculcation of interest in students and in tapping their abilities to realize the values identified in the lesson.

Self-critical awareness of suitability of one's role being performed contextually to enrich learners' capabilities and guiding them for self-actualization while interacting.

Self-critical awareness of involvement in team work with colleagues, head of the institution parents of learners and management for the development of the learners.

**Unit-5: Self-development through self-learning (Self-knowledge):**

Development of self and social identities in the learners to enrich human resources and self-esteem; Realistic understanding of any self as depending on the source of the whole existence for spiritual awakening free of any religious identity.

Objective view of beliefs, prejudices and stereotypes to liberate from irrational tendencies.

Understanding human roots in animal and possibility of heights in the divinity through the philosophers like Swamy Vivekananda, Sri Aurobindo and J. Krishnamurti to awaken oneself to Truth, beauty and goodness both inside and outside.

Yogic practices for physical, mental and spiritual health and to lay the seeds or foundations for Self-realization.

### **Activities**

During the transaction of this course, through workshop mode, student teachers will be asked to come out with the following documents. Student teachers are required to submit only five documents, one from each unit. These documents will be assessed by a minimum of two faculty members to award 25 marks for activities.

1. Self-critical awareness about one's abilities and assets in different contexts of life and limitations in terms of knowledge, attitudes, skills and values which may be revised or developed.
2. Activities that develop cognitive skills-independent thinking to promote critical thinking and creative thinking; decision making and problem solving with all their components.
3. Visits to the slums and natural calamities and stories of different children to tap empathy which is inherent.
4. Group discussion on the current issues to develop psycho-social skills like interpersonal relationship skills and effective communication skills.
5. Introducing yoga exercises to be done with ease and meditation which starts with self-knowledge with let come and let go spirit to experience spells of silence for healthy body and mind and to awaken the hidden faculties.
6. Exercises to have inner observation for self knowing while in stress or in emotions and to develop skills of self management.
7. Use of brain storming, value clarification and group discussion techniques to arrive at the realities free of habitual modes of thoughts, attitudes and action tendencies.
8. Encouraging Nature observation, inner observation, nature walks, and reading biographies of great people who contributed their might out of self-abnegation but not with self-centeredness and sharing personal experiences.

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